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JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
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CONTENTS FOR DECEMBER 15, 1930

EDITORIALS:—
The Child Welfare Meeting 495
Georgia's Ten Objectives 495
Generous Philadelphia 496
The Ross Family 496
Important Test and Measurement 496
Rapid Calculation 496

FAMOUS SCHOOL BOARD MEMBERS 497
By Albert E. Winship

THE BUSINESS OF FRIENDSHIP (Poem) 497

BELDING'S PAGE 498
Enticing the Parents 498
Classes for Cripples 498
Liberal Education, What and Why? 498

CLEVELAND'S SCHOOL FOR PROBLEM BOYS 499
By P. M. Watson

PHYSICAL EDUCATION AT DOVER, DELAWARE 501
By Grace O. Hunter and Marian B. Hilsee

THE NEED OF DISCIPLINE 502
By Denis A. McCarthy

A SELF-GOVERNING STUDENT BODY 503
By E. A. Courmyer

THEY SAY 504

EDUCATIONAL STANDPATTERS 506
By Arthur Dean

GOOD MUSIC FOR THE PEOPLE 507
By Edwin D. Mead

GUIDANCE (Poem) 507
By G. E. Dille

CHARACTER CHATS 508
By Joseph B. Egan
Unfinished Things 508
Great Poetry 508
The Speaking Dolls 508
Wisdom and Alcohol 509
The Boy and the Rainbow 509

THE BOOK TABLE 510

EDUCATION IN ACTION 511

GRINS BETWEEN GRINDS 514

THE VIRTUES (Poem) 515
By Rustic Bard

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Editorials

The Child Welfare Meeting

ABOUT three thousand delegates and their guests met in Washington upon invitation of President Hoover on November 18-22 with child welfare as the objective.

The press of the country gave abundant and attractive publicity, which was universally and sympathetically read. This created an atmosphere of devotion to Child Welfare which will be an abiding blessing to home and society.

We dare not touch our pen to any feature of the program or to any phase of the arrangements which produced a glorious effect upon everybody everywhere.

Any attempt to analyze or magnify any feature of the meeting would be hazardous. It cannot be improved by any reportorial skill or enthusiastic devotion.

Superintendent Frank W. Ballou is making a heroic attempt to have the schools of Washington in the front rank of modern education.

Georgia's Ten Objectives

THE state superintendent, M. L. Duggan, has clarified the professional needs of Georgia heroically, and he has the habit of knowing what can be done as well as what should be done. He is as direct in the conduct of a campaign as in its forecast.

BUSINESS

1. The full payment at earliest possible date of the unpaid appropriations for support of the common schools 1928 and 1929 $3,241,847.85; and provision for as prompt payment in the future to public school teachers as to any others who serve the state.

   Also as early as conditions will admit such increases in the equalization fund as will still more nearly equalize educational opportunities.
2. Free use of textbooks to the primary grades provided from a moderate tax on some untaxed luxuries.
3. A salary schedule for teachers based upon professional qualifications and satisfactory service.

4. A teachers' retirement system.
5. A new school code.

PROFESSIONAL

1. To set up minimum standards for the several classes of educational institutions and classify them according to such standards.
2. To revise and adjust system of certification to be based upon the standards set up as above.
3. To improve instruction through constant and better professional supervision.
4. To set up health objectives in all public schools.
5. Permanent Cumulative Individual Records in all public schools through all grades.

Generous Philadelphia

PHILADELPHIA always responds nobly and promptly to every appeal for help for the needy. This was inherited from William Penn and his Quaker associates. The creed of the Quakers was religion, education, and comfort for the family.

When the schools opened in September it developed that some children were suffering from hunger.

Immediately the principals, teachers, school nurses, and attendance officers organized, with Louis Nusbam as chairman, to learn what children in each school were really suffering for lack of food.

By October they knew of 6,000 school children who had little to eat. By November personal appeals and the gifts of teachers secured $4,000, which would provide breakfasts for all of these till December.

In the week of the Child Health Conference in Washington, November 17-22, one Philadelphian contributed one hundred thousand dollars ($100,000), which would provide hot breakfasts for 10,000 school children till January 15. The breakfast consists of hot cereal, sugar, half a pint of milk, bread, butter, and prunes. The Interstate Dairy Council and various bakeries are contributing generously.

A group of bankers and other financiers have assured Chairman Nusbam that there shall be breakfasts for needy school children at 8.30 a.m. as long as unemployment lasts.

The Ross Family

THE publication of "The Heart of Democracy, the American Public Schools," by James Ross of Sandusky, Ohio, 1930, makes appropriate the reproduction of an editorial, 1925, in The Ohio Educational Monthly, by the late O. T. Corson:—

"Tradition, history, and observation all agree that the 'Smith family' should have the prize for being the most numerous.

"However, when it comes to a record of service in teaching, there is good reason to claim that the 'Ross family' should at least have 'favorable mention.'

"To many who read this article, the 'Ross boys' are as well known as they have been to the writer for several years. But it is not generally known that the family to which they belong is a family of teachers. Of ten children in this family, nine became teachers. The tenth was certificated to teach and would have made it 'unanimous,' had not the needs of home and mother claimed her for a dressmaker, instead.

"The combined years of service given by this family to the teaching profession approximate two hundred."

Boy Scouts are an indispensable community institution as vital in their way as is the Junior Red Cross in its way.

Important Test and Measurement

A JERSEY cow at Independence, Oregon, "Lady May," yielded 19,922 pounds of milk and 893 pounds of butterfat in a 305 days' test.

This is nearly a ton more Jersey milk than was ever produced by any cow previously.

The previous record was by "Saucy Meg" of Iowa.

Oregon certainly has a preferable habit of naming her winners in cream production. "Lady May" gives distinction to her state in more than one way.

Dr. Carl H. Becker, University of Berlin, permanent secretary and minister of education of Prussia (1919-30), gave the Julius and Rosa Sachs Foundation Lectures, November 10, 12, 14, on "Secondary Education and Teacher Training in Germany."

Rapid Calculation

RAPID calculation above the third grade is sure to supersede the multiplication table, and it will be expanded and intensified from grade to grade until a senior high school student who majors in mathematics will get results automatically.

In these days when a typewriting machine with lettered keys belongs with Henry Ford's antique collections, when touching each key in a combination is inconceivable, when dictation is taken on a machine in shorthand, "New Practical Exercises in Rapid Calculation," by Earle Powers and Harold W. Loher (Ginn and Company), is a brilliant creation in education.

Famous School Board Members

Joseph J. Hurley, Boston

By ALBERT E. WINSHIP

A LITTLE more than fifty years ago Boston struck a new pace in public school administration. This resulted from the Legislative action which legalized women as "persons."

A woman had been elected upon the school board, but was refused membership, as only men could serve on the school board.

For about a quarter of a century the chairman of the school board was a prominent citizen of mayoralty calibre, who served several years, as in the case of Samuel B. Capen, Robert Treat Payne, Jr.

In those days the school board was fairly large and the members were elected by wards, and all school affairs of each ward were dominated by the member from that ward. This became largely a matter of ward politics.

In course of time the size of the school board was reduced, and the members were elected on a city ticket. This was regarded as a great improvement, and for a time the improvement was worth while.

In the reign of the "Intolerants" the creedal question became an issue, and was injected rather fiercely at times until this became intolerable, and an "understanding" was accepted as to the proportion of political, racial, and creedal members and was established.

The schools did not suffer appreciably, because the Board of Superintendents was never domineering and the principals were never selected with reference to their political, racial or creedal tendencies.

No chairman of the school board was elected because of sex, race, religion, or partisan relations.

A new element has appeared upon the horizon, and there is a suspicion that ultimately members will be elected to the school board with reference to their attitude on the question of school expenditures.

In the transition period when race, creed, and politics have been eliminated Joseph J. Hurley is chairman of the Boston School Board.

He was born in Boston on April 8, 1894. After an early education in the schools of the city he attended Boston College, and was graduated in 1916 with the degree of Bachelor of Arts. His subsequent course at the Harvard Law School was interrupted by his enlistment in the Twenty-third Infantry shortly after the United States entered the World War. With the Second Division he arrived overseas in September, 1917. After a brief period of training his unit was sent to the front lines, where Mr. Hurley won his commission and served for the remainder of the war.

After the hostilities Mr. Hurley resumed his studies at the Harvard Law School, and was graduated in 1921. He began at once the practice of law. In 1928 he was appointed professor of jurisprudence in the Boston College Law School, and in 1929 he became a full professor.

Mr. Hurley was elected to the school board in 1928 for a term of four years, and in 1930 was made chairman by a unanimous vote of the school board.

Chairman Hurley's intimate knowledge of the public schools, his training as a soldier and officer overseas, his ability as a lawyer, his experience as a teacher, his independence of thought, his ability and courage in presenting and pursuing vigorously his conviction—all these qualifications eminently equip him to supervise the administration of the public schools of Boston.

His outstanding characteristic as chairman of the Boston School Board is his sympathetic understanding of the work of the classroom teacher based upon a keen appreciation of educational procedure. He came to the school board as a lawyer-teacher with a thorough knowledge of classroom practices.

The Business of Friendship

AUTHOR UNKNOWN

The happiest business in the world
  Is that of making friends—
And no "investment" on "the street"
  Pays larger dividends.

For Life is more than stocks and bonds—
  And Love—than rate per cent,
And he who gives in Friendship's name
  Shall reap as he has spent.

Life is the great investment,
  And no man lives in vain
Who guards a hundred Friendships
  As a miser guards his gain.

Then give the world a welcome
  Each day whate'er it sends,
And may no mortgage e'er foreclose
  The Partnership of Friends.

Belding's Page

Enticing the Parents

HOW to get parents interested in the schools to the point of visiting the buildings and seeing classes in operation, is a problem to tax the mental agility of school people.

Principal George E. Shattuck of the Darien (Conn.) High School hit upon a happy device in arranging "Parents' Night" for one of the evenings of American Education Week. The same thing could of course be scheduled for any other time that seemed convenient.

The program at Darien included a cross section of the school at work. Two periods were selected from the school day, and recitations and other work of these periods were carried out as nearly like the real thing as is possible in any artificial set-up. Parents had an opportunity to see the schooling process and to get a picture of their boys and girls at desks and laboratory tables, and of the teachers and their methods and personalities.

An assembly was held, with orchestral music, and talks by the head of the Student Council and the principal. Parents went home with a clearer understanding of the school, and a warmer interest in that threefold co-operation of teacher, pupil and parent which is so essential to the best results in education.

If parents won't bother to inspect your school by daylight, turn on the electric lights some evening—with plenty of previous announcement—and let the wheels be turning. This scheme virtually offers the community a school play in which every pupil has a part.

Classes for Cripples

IT IS GRATIFYING to note that eighty-five cities, the nation over, are maintaining special classes for crippled children. It shows that the movement is well started and will in all probability increase in force rather rapidly from now on.

There is a physically handicapped child for every 400 of the population. Nearly one-half the children now cared for in special classes for the crippled in public schools are the victims of infantile paralysis. If the ravages of this dread disease are checked as effectively as now seems likely, due to recent advances in medical science, the need for special classes for cripples will gradually decline. Schools that do their duty by the deformed children need not fear, therefore, that they are shouldering a burden certain to grow heavier with the years.

The more nearly a school can come to treating cripples like normal human beings, the better for the cripples. Asylum care may have its advantages, but a division of time between the home and the public school makes for a healthier development and improved social attitudes.

Adult cripples who are seen begging on the streets bear evidence of community neglect in years past—neglect of the duty to equip the subnormal of limb and sinew and sense organ with skill and fortitude for self-support without mendicancy.

Liberal Education, What and Why?

UNDER the leadership of President Robert M. Hutchins, the University of Chicago is undertaking radical experiments and discoveries.

New groupings have been made with a view to scrapping useless demarkations and enabling educational and research effort to be carried on more efficiently.

It is gratifying to see an institution of the proportions and importance of Chicago asking itself the question, "What are the aims of education, and how can they best be reached?" It is so much easier to keep on shooting into the air, unmindful of any definite targets, than to get right down to precision sighting and hitting.

Dr. Hutchins wants his college faculty to find out what a liberal education is and then to learn how this can best be imparted. His own idea seems to be that lectures given to large groups should play a major part in the liberalizing process, and that only the students who have special aptitudes for laboratory and seminar work should be drawn into these forms of endeavor.

The proposal to abolish all credits for courses attended and to rely upon comprehensive tests to determine whether any given student has become an educated person—the university not even caring whether the student has taken two years, one year or even so little as a half year of instruction—is surely to be admired for its boldness.

If Chicago can define and delineate a liberal education, it will have made a highly significant contribution to the cause of learning.

Dr. Hutchins is certainly right in his belief that the arbitrary prescription of four college years as a basis of professional study needs intelligent checking and, in all probability, revision.

Auson W. Belding

Associate Editor

Cleveland's School for Problem Boys

By P. M. WATSON

Principal, Thomas A. Edison School, Cleveland, Ohio

"It is the belief of those responsible for the institution that it is natural and normal for a child to like to go to school, and that most of his misbehavior and truancy will cease when he is provided with work he can do with satisfaction and success."

IN EVERY school system the problem boy is almost certain to be found. He absorbs an undue proportion of the teacher's time and energy and probably is responsible for many of her gray hairs. The hours spent by other pupils in preparing lessons and following the directions of the teachers, he uses in inventing and executing new ways of disrupting the school organization. He gets little satisfaction from the customary school activities, and finds most of his enjoyment outside of school hours. When things become a bit complicated in school, or when affairs of special attractiveness are taking place outside, he will not be present at roll call, and having stayed out of school one day is likely to prolong his truancy through fear of going back to face the reckoning.

A check-up on his school career will usually reveal one or more failures in the early grades, followed by a growing mistrust in his ability to meet the demands of the school. Further study usually discovers a motor-minded child, generally but not always below normal mentality, with limited vocabulary and poor home environment. There may also be certain definite physical defects and a general nervous instability. Wrong habits and attitudes are well established. Because of poor home supervision, he is skilled in successful disobedience. Many of his keenest satisfactions have come to him through breaking down the restrictions imposed on him at home and school.

Before the days of compulsory attendance laws such boys were usually eliminated from school at an early age. This procedure did not solve the problem, but merely transferred to the shoulders of society the burden which the schools did not wish to carry. It is largely because society found the burden heavy that it placed it back on the schools by raising the legal age for school attendance. There the burden now rests, and is likely to remain for all time to come.

Different school systems have different methods of attacking the problem. In some a system of repression seems to be in use. In others the difficult children are grouped in one or more separate rooms with special teachers. The parental school is sometimes used as a means of segregating and educating this group. Cleveland operates a day school for 1,000 truant and problem boys—the Thomas A. Edison School.

This school has been maintained since September, 1921. It has had a steady growth during these years as shown by the total annual enrollment:—

1921-22	518
1922-23	572
1923-24	822
1924-25	866
1925-26	944
1926-27	1186
1927-28	1274
1928-29	1479
1929-30	1549

While the total enrollment is now much above the capacity of the building, the turnover is great enough to hold the at-date enrollment at approximately 1,000. Most of the boys leave school as soon as they have met the legal requirements for employment.

Each boy is transferred to the school by the attendance department, at whatever time seems best. Therefore there is a constant stream of entering boys, at an average rate of 24 per week.

There were 942 new entrants during the school year 1929-30. The following information will suggest what they are like:—

AGES

Seven	1
Eight	7
Nine	13
Ten	26
Eleven	33
Twelve	66
Thirteen	113
Fourteen	186
Fifteen	246
Sixteen	201
Seventeen	46
Eighteen	4

Median Age, 15.1 years

GRADES

One	5
Two	13
Three	21
Four	51
Five	61

Six	111
Seven	206
Eight	193
Nine	196
Ten	46
Eleven	7

Median Grade-7A

REASONS FOR TRANSFER

Truancy	693
Misbehavior	177
Choice	39
Special Program	33

NATIONALITIES

American White	171
Italian	159
Polish	130
American Colored	128
Austrian	71
Russian	60
Hungarian	56
Czecho-Slovakian	52
Others	115

INTELLIGENCE QUOTIENTS

59-down	8
60-69	73
70-79	205
80-89	264
90-99	257
100-109	96
110-119	11
120-up	2

The absorption of all this new material without injury to the school morale is provided for by a *Receiving Room* into which all new boys are taken and kept until thoroughly oriented. They are in charge of a capable teacher who arranges for a physical and mental examination, and explores the interests and drives of each boy. He is permitted to visit various classrooms and shops, and in the light of all that is discovered, he is placed in the group where he seems to belong.

The school is in no sense a penal institution. Its purpose is educational. It seeks to adapt the curriculum and teaching methods to the needs and characteristics of the boy. The faculty, consisting of thirty-seven men and seventeen women, has been carefully selected because of their special fitness for the task. They rank among the best teachers of the city. The daily work of most of the children is divided thus:—

	Weekly Periods (40 min.)
Auditorium	1
Academic Instruction	17
Shop, Handwork, Art	16
Physical Education	4
Music	2

The academic instruction is carefully graded to the ability of groups which are as nearly homogenous as may be arranged. Because of the constant arrival of new boys it is necessary that instruction be on an individual basis. Various modifications of Dalton, Winnetka, and other plans are now being developed by the teachers under the leadership of a man especially trained in curriculum construction.

The shops and art rooms give training in woodwork, metal work, finishing, mechanical drawing, commercial advertising, printing, basketry, weaving, cartooning, and applied art. Correlations between academic and manual work are carefully maintained. In the older groups the work is largely vocational in character. All shops turn out a well-made product, most of which is sold to the boys for the cost of material. Whatever remains finds a ready market.

Vocal and instrumental music instruction is available, and the school has a creditable band and orchestra. Physical education courses are planned to develop organic strength and correct physical defects. As a part of the science work courses in gardening are given. A greenhouse is a part of the school property, and an out-door garden is kept during the summer months.

It is the belief of those responsible for the institution that it is natural and normal for a child to like to go to school, and that most of his misbehavior and truancy will cease when he is provided with work he can do with satisfaction and success. This belief has been sustained by the records the boys have made. It is the customary thing for truancy to cease after the boy has become adjusted. The attendance percentage made for the past year was 93.4. When one considers that this record has been made by a group of persistent truants who must make long daily trips to and from the school on street cars, it seems creditable. There are numerous cases on record of perfect attendance for an entire school year by boys who previously refused to go to school at all.

An atmosphere of orderly co-operation and good nature is apparent throughout the building. There is little disturbance in the classrooms. Boys and teachers are on friendly terms and get on without friction. Discipline problems are rare. Emphasis is placed on rewards of various kinds. The use of the swimming pool and bowling alleys may be had only by those boys whose records are satisfactory. Half holidays and special periods in the library or with favorite teachers are given those who earn them by conforming to school requirements. The teachers seek to send each boy home at night with the belief that the day has been well spent, and that the best way to spend tomorrow is to come back to school again.

Available records of former pupils show that in most cases the change in the boy has been permanent. He has been tided over a difficult period in his life by a satisfying school experience, has replaced his undesirable habits with better ones, and is on his way to be a useful and law-abiding citizen.

Physical Education at Dover, Delaware

By GRACE O. HUNTER, Director
and MARIAN B. HILSEE, Assistant Director

Well-rounded bodily development for all the pupils, in place of specialized athletics for the few, is one of the newer aims of education. The present article on the Dover physical program contains many apt suggestions along this line.

"MENS sana in corpore sano"—the motto of the Physical and Health Education of today. And what an assignment for any department to live up to, for concealed within these five words is a terse command which utterly disregards any such limiting factors as teaching load, equipment, time allotment, and the thousand other worries which confront the educator. We of Dover have met these difficulties, and although all of them have not been conquered, still we feel a pardonable pride in the progress of this department in the course of three short years.

Adequately to picture our situation let us familiarize the reader with the locale of Dover High School. Situated in the centre of seventeen acres of school property stands a three-story brick building which acts as second home to about one thousand children—children who come from the poorest of farms, children who belong to the comfortably fixed, so-called "middle class," and children whose parents stand high in the financial and ancestral annals of our state. Integration of these classes is a factor of prime importance which our local superintendent, Virgil B. Wiley, believes may be best accomplished on the play fields of the institution; since it is under such circumstances that the ultimate aim is a worthy group membership, and individuality of effort is forgotten in the striving for team co-operation. Included in these aims is a course for grade school children based upon our firm belief that the program for grades one to four should be along the lines of exhibition as opposed to the work given in upper grades which necessarily calls for a certain amount of inhibition.

Our yearly program is what might be called an informal-formal program. In the fall the boys have soccer skills and games utilizing these skills; the girls receive much the same type of instruction in hockey. Intra-class and inter-class teams are organized to play a ten to sixteen game schedule. In this way we have every boy and girl, regardless of ability, on at least one team, playing in competition with classmates. The individuals showing greater aptitude for these games are chosen by their classmates to serve on the interclass teams. This brings into existence a fine camaraderie of spirit as well as utilizes the competitive strain which so typifies the normal youngster. Here, again, we find the necessity for absolute unity of thought and action which ultimately breaks down "class" differences.

The winter program finds us confined to the gymnasium, which is light, airy, and well equipped. Both boys and girls enjoy apparatus work and the exercises given them are carefully graded. The squads are small enough so that each child is able to fit into one which is doing work fitting his ability. As the child progresses in skill he moves to a more advanced squad, which gives him not only an estimate of attainment, but spurs him to further learning. Tumbling, Danish gymnastics of the Bertram type, folk-dancing, tactics, and rhythm-sensing are also given in the winter program. Many games of low organization are taught, among them being volley ball, hand ball, cage ball, badminton, deck tennis, and captain ball. Intramural boys' and girls' basketball teams scrimmage daily with as much honesty of effort as though a scholastic championship were at stake.

In the spring track and field, volley ball, baseball, tennis, and hand ball are taught, the program reverting to the informal type of content again.

For extra-curricular activities Dover boys and girls find available to their choice Leaders' Club, archery, interclass teams, play days, and swimming. The Leaders' Club is the dominant note in the entire program, providing advanced instruction in classwork and in the technique of group leadership. Leaders' Club boys and girls assume complete charge of all play days given, edit the monthly physical education magazine entitled "Gym Jams," attend to all such routine work as taking roll and marking excuses, and teach skills and fundamentals to their squads under the supervision of an instructor. The girls also receive a knowledge of first aid and massage, and, again under supervision, aid in conditioning the interscholastic girls' basketball team.

The girls and boys who receive doctor's excuses because of any physical handicap are not entirely omitted from physical education instruction. They are grouped under the "Quiet Game" heading and take archery, ping-pong, miniature golf, and other of the less strenuous types of athletics.

Corrective work for the grade school children is heavily stressed at Dover. This year over one hundred and fifty children have been examined—

examinations by the department being verified by an orthopedic specialist. Exercise cards are made out and mailed to parents in the hope that some assistance will come from the home. The case cards in the teacher's file are divided into slight, moderate, severe and special, although no child is conscious of such grouping, since mental hygiene must be guarded closely in this connection. Lateral curvatures are treated in the small correctives room and general cases are treated in the classrooms, under the supervision of a physical education teacher and the classroom instructor. Rest is prescribed in some cases, as is also a mid-morning and afternoon milk feeding given to malnutrition cases during their silent reading period. It is given at that time so that class routine will be in no way disturbed.

A course in hygiene is offered to girls of the senior class, each of whom in addition to her lecture work has charge of a grade room. Here she weighs and measures her charges, assists in their correctives work, and assumes full charge of a Health Club project. These clubs meet once a week for thirty minutes under their leader, and have a daily follow-up inspection supervised by the classroom teacher; this follow-up work consisting of inspection, by pupil captains, of hands, face, nails, hair and general neatness of the individual, his desk and his immediate surroundings. "Sneeze-in-your handkerchief," "Coats closed," and "Boots and Shoes" committees, composed of class members, take as much care as possible of the health of the individual as well as that of the group.

To sum up the organization and administration of Physical and Health Education in our school in a few words is a rather hard assignment. Factors missing from the above discourse include dental inspection and follow-up work done by the physical education instructors (we boast no oral hygienist), a monthly weighing and measuring of all grade school children, evening class held for adults, and many other duties which cannot be elaborated upon here, although the necessity for our department to act as nurse and diagnostician may be noted.

One thing omitted which we hope is as educationally sound as we believe it to be, is the marking of all Junior and Senior High School students by the contract system. Each individual contracts to do a certain amount of work for the year, this work being divided into ten marking periods. If the specifications of the contracts are barely met, the pupil is awarded a passing grade, but if these provisions are exceeded, the grade is correspondingly higher. On the back of the contract is an achievement graph, which shows at a glance the amount of gain or loss in grades during the year. We have found during the two years it has been in force, that it stimulates student interest and motivates class as well as individual participation in all phases of our work.

Finally, in all our projects, and in all the innovations tried and tested at the school, we hope to follow the trend of education as evidenced in the more academic subjects—eliminating the "bigger and better muscle only" idea and clinging closely to the belief that sound mind and sound body are necessary one to the other, and that it is the duty of our profession to slight neither, but to co-ordinate the two into a harmonious whole.

Copies of the course of study in Physical Education in Dover schools may be had upon application in writing to Virgil B. Wiley, superintendent of schools at Dover, Delaware.

The Need of Discipline

By DENIS A. McCARTHY

Boston

I WISH I could see more articles like the one I find in the December 1 issue of the Journal of Education, on "Discipline," written by A. M. Eldridge, principal, Perkins School, Braintree, Massachusetts.

We are, indeed, as this article suggests, swinging too far away from salutary and character-building discipline in our new-found desire to let children "express themselves." No matter what the perfectionists may say, man is man and children are still children. We all need discipline, grown-ups and children alike; and there are rules of decency and order which we must obey if we are to be of any use to ourselves and to our country.

Discipline may be made a thing of tyranny, but in most of our schools today, with the training which the teachers have received in their normal schools, there is little danger that a child will be subjected to the spirit-breaking discipline of past years. He is usually treated kindly and intelligently. He is usually given a square deal. He is not bullied or brow-beaten. Indeed, the danger for the home and the school lies in the other direction now. Obedience is not required as definitely and decidedly as it should be, the result being that we are tending toward chaos rather than toward that good order which is necessary for study.

I believe that our schools are constantly getting better; but I feel that we should be on our guard against any lessening of the respect which is due to those who represent authority. In one form or another we are always subject to authority, no matter from what source. Without law and order civilization cannot endure. We cannot learn this too early. Our children should be taught this "from the jump," as Walt Whitman might say.

A Self-Governing Student Body

By E. A. COURMYER

Principal of High School, Owosso, Michigan

Individual responsibility has evidently been impressed to an unusual degree upon the pupils of this High School. They run their own study rooms and take care of certain matters of discipline. Adoption of a formal code of laws has been an afterthought.

STUDENT participation in government in the Owosso High School has been a gradual development over a period of four years. During the first three and one-half years no one was aware that there was a development in the direction of student participation in control. It was not until the study halls were turned over to student responsibility last February that they realized that student control was under way. Up to the present time there has been no constitution or form of government of any kind. We are not opposed to a form of government, but it will not be given to the student body faster than they can use it successfully. We want our students to learn that successful democratic government is an individual problem and not so much a problem of a student council or senate.

The very first step that was necessary in the Owosso High School was to readjust student attitude towards discipline. By means of talks at various times and by the spirit of administering discipline the student body became aware that unsocial conduct was an offence against the high school and not against the principal or the faculty. We started to give the school back to the students and aid them in becoming its custodians.

The next step was to take all the teachers off from hall duty. This step proved successful in spite of the fact that our halls were congested.

As soon as we moved into the new high school building last February, we took advantage of the new surroundings and turned the study halls over to the students. Monitors were appointed in each study hall to take the roll and look after other clerical matters, but to assume no responsibility of discipline. This worked surprisingly well, much better than any of us had anticipated. Problems naturally developed and in many cases they adjusted themselves. The secret of what success we have attained has been due to the fact that nonsocial conduct is just simply not popular in the Owosso High School.

An illustration or two will give a clearer idea of the progress that has been made in student control. There had been an old tradition here of writing class numerals on the sidewalks every spring. This happened last spring as usual. The principal said nothing about the numerals, but waited to see the reaction of the student body and particularly the Junior class whose numerals they were. The first reaction came in the form of petitions, a rather crude method, but the reaction was at least favorable. Then the president of the Junior Class called a class meeting for after school that night. The whole class stayed at the meeting over one hour, and finally two boys confessed. Then a committee went to see the principal about it. The mission to the principal was to ask that the class be allowed to take care of the whole thing. It was a week later that the principal learned the names of the boys. To this day he does not know how it was settled, but the numerals disappeared, and there was no publicity.

Tradition left the high school with a Folly Day. The last day of school before Thanksgiving a crude and sometimes vulgar performance was staged by the senior class. It was popular for years, but since the students have become more interested in the conduct of the school Folly Day has been growing in disfavor, and will be supplanted by a good Thanksgiving assembly this fall.

Our simple procedure is making progress in student participation and control. This fall we expect to devise some simple and workable form of government. The thing we are trying to impress upon our student body is that good citizenship is the basic thing in successful government.

"Discipline wisely and justly administered in the home will largely forestall the necessity of discipline at school and will destroy the possibility of disaster in maturer years. These tasks cannot safely be delegated. They belong to the home; and if the home neglects them, they will never be done."

—Alfred E. Stearns.

They Say

GILBERT K. CHESTERTON:—

"The American is by nature a professional reformer, and is constantly looking for ways to improve the world. When he walks along Main Street he is not willing to accept what he can see. Behind the attractive looking grocery stores he goes rummaging among the packing boxes and crates, finding a spiritual pleasure in discovering rotten fruit and spoiled olives. He is more gratified by finding one potato with an ulcer than a bushel of them without any. For that is something for him to reform."

CALVIN COOLIDGE:—

"If business can be let alone and assured of reasonable freedom from governmental interference and increased taxes, that will do more than all kinds of legislation to relieve depression."

CHARLES M. SCHWAB:—

"It is only in stagnant civilization that changes do not occur. Moreover, it is only during such periods that we can see just how real are the underlying foundations of our economic prosperity."

FRANK PIERPONT GRAVES:—

"The real compensation received by the public school teachers of the nation lies in the fact that they know that within their classrooms of today are the national leaders of tomorrow."

DR. DAVID SNEDDEN:—

"Latin, physics, algebra, the English classics and chemistry should be taught only to the upper 10 or 20 per cent. of the high school students, or to those whose later vocational career would justify their study of that subject."

ROBERT MAYNARD HUTCHINS:—

"Under the system now adopted by the University of Chicago a student will remain in the college until his general education is complete, irrespective of the time or courses taken there. General examinations will indicate that he is ready to pass on, and not the multiplication of credits. Credits have disappeared as the criterion of intellectual maturity. Instead of waiting until he has gone through eighteen courses the student may present himself at any time when he and his adviser are ready for the examination that marks the end of college work. Thus a genius might leave the college at the end of one quarter; a brilliant student might leave at the end of one year; the average student might leave after two years."

DANIEL BOONE HERRING:—

"We may learn through the experiences of others, but we GROW *only through our own.*"

JOHN J. LYNCH, principal, West Street Junior High School, Holyoke, Mass:—

"Every child in any system of education should be serviceably enriched by his daily attendance in its respective classrooms and educational workshops.

"Every child's growth should be in accordance with his God-given talents. To discover no talents is an evidence of a want of professional perspective and the easiest pathway to a useless service.

"Primarily, in a public system of education that realizes its dutiful obligation to the sustaining power, every child has a right to be understood, to be classified properly, and finally to be aided in developing his powers so that he will function more wisely, understandingly, and practically."

ARTHUR DEAN:—

"Some folks have the idea that they are sick of education, when as a matter of fact they had a youthful attack of schooling indigestion from which they have never fully recovered."

EDWARD A. FILENE, Boston:—

"Conferences and treaties, disarmament efforts and good-will campaigns all make but superficial attacks upon the ever-present threat of war. Henry Ford's philosophy of production, wages, price-making and marketing has struck at the very roots of war causation."

CHARLES F. THWING, president-emeritus of Western Reserve University:—

"Introducing ourselves to ourselves is education."

EDWIN OSGOOD GROVER, Rollins College:—

"We educate people to be doctors, lawyers, farmers, and teachers; why not educate them to love books, to read books, to build private libraries, yes, even to collect books for their literary worth, their historic interest or as a good business investment?"

MISS E. RUTH PYRTLE, Lincoln, Nebraska, president, N. E. A.:—

"Youths of today have problems to meet socially, industrially, and civically that were not dreamed of a third of a century ago, and the schools prepare youth to meet problems as no youths were prepared to meet them in those years."

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A. M. FLEMING'S "GOLD DIGGERS," 256 pages of entertainment; price, $1.50; cloth with gold stamping. These are not the Gold Diggers of Broadway, but are two peculiar animals hatched from prehistoric eggs found in an excavation. They thrive on gold and are used by miners to locate this mineral.

DON HALDEMAN-JEFFERIES' "NANTUCKET, MAUSHOPE AND OTHER NEW ENGLAND POEMS"; 122 pages, beautifully bound in cloth, with deckle-edged paper. This is a volume of beautiful poetry on Nantucket and Cape Cod. It will be of interest to all lovers of New England. The price is $1.50.

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Educational Standpatters

By ARTHUR DEAN

In common with every field of endeavor there are two opposing forces at work in education: Mr. Standpatter and Miss Progressive.

Old Standpatter says: "Hand education to a child. If he can't swallow it take his plate away and send him out into the world. Take it or leave it."

Miss Progressive replies: "Put something on his plate which he can eat."

One is a narrow-minded and aristocratic educational snob who thinks that education means the possession of his kind of culture and a lot of encyclopedic information.

The other believes that education is primarily a preparation for all the duties of life — work, play, study, family relationships, and self-improvement.

THE TRADITIONAL EDUCATOR PRACTICES THIS PEDAGOGY: "INFORM MUCH, INSTRUCT SOME, BUT TEACH LITTLE." THE UP-TO-DATE PROGRESSIVE SAYS: "INFORM SOME, INSTRUCT SOME, AND TEACH MUCH."

Old Standpatter says this idea is too materialistic and emphasizes the need for training the life of the spirit. He ridicules vocational training, declaring that education is primarily for the benefit of a limited group of superior individuals, and "if I had my way I would kick out all these high school boys and girls who do not come from families which are intellectually minded."

He is one of those gifted souls who can float through a space filled with ideas without any provision for anchoring them.

Undoubtedly such people have their uses. However, I have observed that such people are very prompt to meals, find fault if the roof leaks, are chilly on cold evenings, demand printing presses to print their speeches, want libraries to store their books, and auditoriums to carry their voices.

We will grant that the purpose of all education is the creation of human wealth. Nothing more. Nothing less. But human wealth isn't created out of talk nor is it found floating in space. Human wealth comes out of our schools, libraries, playgrounds, parks, churches, theatres, homes, and business corporations. The problem of civilization is to turn the material riches of machinery, of land, of mines, of coal fields, of water power, and of the dollar into spiritual gains of spirituality, health, feeling, children, homes, music, art, and literature.

Miss Progressive has ideas but lacks teaching experience. Mr. Standpatter has plenty of experience but lacks ideas. The two should unite in the bonds of pedagogical matrimony.

Copyright.

Good Music for the People

By EDWIN D. MEAD

THE impressive success of the Fiedler concerts on the Esplanade, in Boston, following the good example of New York, St. Louis and San Francisco, has been no more remarkable for the high character of the programs and performances than for the size, quality and delight of the great audiences. This deep and continuous delight is a vindication of the people and a cheering refutation of the vulgar allegation that the people are given so much cheap meretricious music in concerts and over the radio because that is the sort of thing that is fit for them and what they like. Mr. Damrosch and all the conductors who come into real touch with the people assure us that the best music is never too good for the people and never fails in response, that the purveyors of the poor stuff constantly wrong them, giving them music that does not go over their heads half so often as under their feet; that our people are essentially a music-loving people, and that the time is overripe for a national crusade in behalf of better music for the people.

England is demonstrating the same thing. In June there was given in the north of England a season of promenade concerts of the highest character. Manchester had a fortnight of the season, Liverpool and Leeds a week each, all of the concerts given by the Halle Orchestra under the direction of Sir Hamilton Harty. The response, under some unpropitious conditions, was astonishingly good. There was a total attendance of 40,000, fully justifying a renewal of the experiment next year, which it is believed would result in packed houses. "I have been greatly impressed," said Sir Hamilton Harty, "by the youth of the audiences. The great majority of the auditors were apparently young men and girls. That is a most gratifying feature."

"No concession," says the conductor, "has been made to what is called 'cheap' taste in music; and the result of the concerts has proved the great increase in the love of the best music which has come to the less wealthy classes of people in recent years."

Guidance

By G. E. Dille

Superintendent of Schools, Chillicothe, Mo.

Teach me, O Lord, each day to do my work,
And view it as a part of Thy great plan.
I pray that I may not desire to shirk.
O lead me, Lord, and help me be a man;
A man who'll conquer self, and look to Thee
For guidance all along this path of days.
Keep clear my eyes. I would that I may see,
And know and learn to love Thy wondrous ways.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Unfinished Things

Today I have a very delightful little poem for you. You know, of course, by this time, that I am constantly on the search through all the languages of earth for those lovely bits of human thinking that have within them some spiritual message for you. This little poem is as beautiful as a gentle flower, and as full of meaning, too. It is the flower of a poet's mind, blossoming for us in an eternal way. We may pick it and pass on, and yet, unlike an earthly flower, it remains just as beautiful and fresh for someone else to pick and carry away. I like three things about this poem. Its rhythm is most pleasing. You must read it over a number of times to enjoy it most fully. It expresses a noble idea that lingers in the mind like the perfume of a flower follows us in memory; it has two unforgettable lines at the end which I personally like to repeat to myself as I walk along the street.

I do not know the author of this poem, but certainly he or she is a high-minded person who loves goodness and sees in earth something more than the hard things we touch as we pass by.

I recommend this little poem to you as a hint, a rare surprise, a hidden vein of gold, as something worthy of your treasuring all through the years to come.

UNFINISHED THINGS.

God loves to give unfinished things
That we, through toil, may find our wings.
He gives us hints and rare surprise,
But wishes us to use our eyes.
To find the hidden vein of gold
We have to dig and grasp and hold.
'Tis thus He dreams to build through man
The full completion of His plan.

—Author Unknown.

Great Poetry

Calderon

Life Is a Dream

Act III, Scene 1

Here and there, hidden among the words of men, like precious fruit among the dense leaves of a great tree, we find immortal statements which are so beautifully written and so full of deep meaning that mankind, as it listens to them, thrills with a vast response, and exclaims: "This is great poetry!"

Calderon was a Spanish poet, the writer of many plays, and one of the deepest thinkers of his day. In his drama, "Life Is a Dream," he expresses ideas that give him rank as one of the greatest poets of all time. As a sample, listen to what Clotaldo, one of his characters, says of life:—

* * * * *

"The sailor dream'd of tossing on the flood:
The soldier, of his laurels grown in blood:
The lover, of the beauty that he knew
Must yet dissolve to dusty residue;
The merchant and the miser, of his bags
Of finger'd gold; the beggar, of his rags;
And all this stage of earth on which we seem
Such busy actors, and the parts we play'd
Substantial as the shadow of a shade,
And Dreaming but a dream within a dream!"

* * * * *

That is how Clotaldo looked on life. It does not follow that his viewpoint is correct. Poetry may be very great, and yet be the medium through which far-reaching error is expressed. We must be on our guard, even against beauty, when it comes forth from human minds. Life is very far from being a mere dream. It is a high enterprise in which, within the soul of man, a vast conflict wages between opposed desires. Over the struggle the free and all-powerful will rules, with a rod of iron, swaying the outcome this way and that. At life's close a most tremendous battle has been fought. If fought successfully, a human soul has battered its hard way near to the throne of God.

The Speaking Dolls

Angelina finished ironing the handkerchiefs for Mrs. Barron. "Thank you, my dear," said that wealthy lady. "Open your arms now. I have a present for you and your sister. I know Christmas will not be here until the day after tomorrow, but I may not see you again, so I shall give you these presents now, if you will promise me not to take them out of their boxes until the proper time."

"Indeed, I promise," cried Angelina. "What are they, Mrs. Barron?"

"Two dolls—exactly alike—one for you and one for Evelyn. I have written your names on the boxes, so there will be no question about which is which."

Angelina slipped in the back way with her big boxes. She pattered swiftly up to the attic, and in the pale light of the one dusty window opened the box which bore her name. A darkness seemed to enter her spirit as she did so, and she glanced over her shoulder. What a glorious doll, all dressed in silks with even a tiny parasol by her side. But what was that—surely a hair across the right cheek. No—not a hair, a crack—an ugly, black crack.

Angelina knelt for a second, looking with despairing eyes upon the ruined doll, then with numb fingers she began to undo her sister's present.

What a beautiful doll lay swathed in the tissue paper of this box. As she tilted the doll to examine it more closely the big, blue eyes opened and looked at her so humanly that Angelina gave a little cry of real mother-joy.

Suddenly Angelina sat back on her heels. A wicked thought had crossed her mind. She could change the dolls. No one would ever, ever know. She could then have, for her own, the perfect doll— and her sister—."

Angelina did not like to finish the sentence. Something about the very thought of her sister hurt her away down inside.

For fully five minutes Angelina looked at the dolls. Then she very carefully lifted Evelyn's doll from its tissue paper bed. She bent it forward, expecting to hear a plaintive "Mamma!", but to her surprise heard nothing at all. She shook the doll slightly. Something rattled about inside.

"Broken!" Angelina gasped. "Evelyn's doll is worse than mine."

With eager hands she lifted up her own doll. Its big, blue eyes opened, and it cried "Mamma!" in such a real baby-like voice that the little girl hugged it to her breast.

As she hugged the doll a slow change came over her. What had she done? She had yielded to temptation. She had disobeyed. She was unhappy even with the doll upon her breast. She thought of her teacher and the lessons in building up of beautiful characters. She wanted to be beautiful. Yes, she wanted to be beautiful.

Suddenly a happy thought darted into Angelina's mind. It brought a glow as of sunlight with it. It lit up her eyes and parted her lips in a smile. With deft fingers she put her doll in

Evelyn's box, and tucked Evelyn's doll cozily down into her own.

Next morning a young lady called. "Are you Angelina?" she asked. "Well, my dear, I want the two dolls Mrs. Barron gave you. I am from the big store down town. Every doll we bought from a certain concern is damaged. We just found it out. I want to give you two perfectly gorgeous dolls for the ones you have now."

Is there joy and peace in overcoming temptation?

Wisdom and Alcohol

John Stewart Richmond. You could see these words worked out in lovely gold letters on the office door of Richmond and Unison, the wealthiest, wisest and most respected wool merchants in a certain big city.

Fifteen miles away in a suburb, built on a hill behind a screen of high pine trees, was the Richmond mansion. People traveled from far and near to see the glories of its Spanish gardens, and artists thought themselves lucky if, once a year, they received an invitation to study the priceless pictures that hung in the huge marble gallery in the left wing of the house.

Mr. Richmond was the brains of the vast business organization that bore the name of Richmond and Unison. The fortunes of thousands of people depended on his foresight and wisdom. In the far West people raised sheep, confident that Mr. Richmond would find a fair price for their wool, and in the East people ran mills and employed hundreds of laborers, confident again that Mr. Richmond would be able to supply the wool needed on their looms.

In another section of the town lived Frederick Wilbur Smith. Frederick was seven years old and lived in a basement. Frederick was cold in winter, and hungry most of the time. Life was very hard on him, and yet there was no more cheerful being in that section. His teachers liked him, and the policeman on the beat was one of his best friends.

One evening John Stewart Richmond came down to the street floor of his office. His beautiful car waited for him at the curb, but the chauffeur was nowhere to be seen. Mr. Richmond swayed slightly as he opened the door to the driver's seat.

"Let him walk home," he muttered. "I'll fire him tomorrow."

The car started. Five blocks away it struck Frederick as he ran across the street to sell a paper.

John Stewart Richmond never even applied his brakes. He was too busy trying to dodge a lamppost which seemed to come out into the middle of the street to meet him.

Frederick was not killed, but crippled for life.

Did all Mr. Richmond's wisdom, skill, good workmanship, help him when alcohol took possession of his brain?

The Boy and the Rainbow

There was once a boy who was lazy. He was willing to eat and to play, but when it came to work, that was quite another matter.

One day his teacher took him aside, and said: "James, do you know that at the end of every job that you do well there is a gift of joy waiting for you?"

James smiled. He didn't believe a word that the teacher said. He thought of his last job, sweeping out the cellar, and he wondered just where the gift of joy was in that. Somehow he had missed it. All he remembered was a headache from the dust and the bath his mother made him take. He also remembered what his father had said, the cellar looked as though a wild bull had gone through it, and that it was more work to fix up after him than to have done the job himself.

"Now, James," continued his teacher, "I want you to look for this gift of joy. It is there, I promise you, but you must do your work well to get it."

That evening, when James reached home, his mother asked him to water the lawn. James would rather have played ball in the vacant lot across the street, but he remembered the teacher's promise, and set out deliberately to find the gift of joy. He turned on the fine spray and watered the flowers next to the house, then he wet down the hot, dusty sidewalk; then he sprinkled the vines until each leaf dripped a silver stream; then he pulled the hose out into the open yard and began to water the lawn. Suddenly, as the fine spray rained out from the hose nozzle, the sun filled it with splendid glory. A beautiful rainbow arched itself over the mist of water,— a miracle of lovely color in which each glorious band was painted on the moist air as by a master's brush. It seemed to James that he had never seen anything so beautiful before. He studied it and moved it about, shifting his rainbow where he willed, filling the garden and the lawn with a color and beauty that even the most lovely flowers had never given it.

With a shout of joy James called the other boys, and the ball game was forgotten in the beauty of the rainbow James had found as his gift of joy.

Is there a rainbow at the end of every job well done?

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TO THE

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The BOOK TABLE

GILMARTIN'S BUSINESS SPELLER. By John G. Gilmartin, Waterbury, Connecticut. Cloth. New York: Prentice-Hall, Inc.

There is no single feature of modern education more vital to the universal promotion of the education of American children, youths and adults than the teaching of the art of correct spelling, and this book is one of the best demonstrations of science of teaching correct spelling.

There was practically no teaching of spelling even ten years ago. The uniform practice was to discover those who could spell correctly instinctively. There were always persons from every walk of life who could spell correctly, as there were boys whose hair was always combed, and girls who were always attractive.

All that the teacher was expected to do was to classify pupils and students into perfect spellers, those who would like to spell correctly, and those who were hopeless.

More than twenty years ago there were lists of words for each of these classes of spellers, ranging from the few words that were in universal use to "Demons" that were liable to trouble those born great in the art of spelling.

In the present decade there have been methods devised and principles sought to help all children learn to spell the range of words likely to be used.

John G. Gilmartin has specialized on teaching how to learn to spell words required in business writing.

THE MAGIC CANOE. A Pioneer Story of the American Revolution. By Frances Margaret Fox. Illustrated by Matilda Breur. Chicago and New York: Laidlaw Brothers.

This is a new creation of life of American pioneers in the War of the Revolution. There has been a brilliant sameness in the stories of the life of the Colonists in the years that George Washington was wrestling with issues of war and diplomacy such as civilization had never known.

The closing decade has developed new strains of creative literary genius, and Frances Margaret Fox has been one of the discoveries of publishers.

"The Magic Canoe" has slight suggestion of the revelation of Indian life when the Redmen of the western frontier had to choose between friendship with the French and the Colonists, and the more tempting offers of the fiercely anti-Colony English.

Incidentally it is the best interpretation of the spirit and foresight of Daniel Boone. It is a new phase of school history and one that is sure to be of increasing interest.

EDUCATION AND LIFE. By Ernest Martin Hopkins, president of Dartmouth College. Cloth. Boston and New York: Houghton Mifflin Company.

There has been established at Milton Academy, Massachusetts, in memory of the alumni of the school who gave their lives in the World War, a permanent Foundation for lectures and informal conferences dealing with the responsibilities and opportunities attaching to leadership in a democracy.

This address by President Hopkins was given on that Alumni War Memorial Foundation.

The highest measure of the nobility of service of a college president is the personal influence of the college on life and character of the students and alumni because of the personality of the president.

The New England colleges have magnified this function of the college president, and Dartmouth for more than a century has had more than its share of skillful, devoted, magnetic leaders of its faculty, its young men and its alumni, and President Hopkins ranks high among the famous presidents of Dartmouth and is no less prominent among the college and university presidents of the United States today.

In this address Dr. Hopkins speaks of "The Relation of Education to Life." There is a legend that the city of Leyden was offered by William the Silent its choice between a university and freedom from taxation, and Dr. Hopkins says that America is always choosing between education and taxation. With this as a text he has created a really famous tribute to American education, accompanied by an appeal to make their choice more and more effective as the problems of society increase.

HEALTH AND IDEALS. By Jesse Feiring Williams, M. D. Sanborn Wholesome Living Series. Cloth. Illustrated. Chicago and New York: Benjamin H. Sanborn and Company.

This book is highly scientific, while appealing to pupils with a directness of approach, captivating array of vital and suggestive facts, with matchless illustrations which lead to health attitudes and personal habits.

With all the rivalry of medical specialists, professional experts, and skillful artists, Dr. Williams and his publishers have created something new and wholesome in magnifying "Health and Ideals."

AMERICAN GOVERNMENT TODAY. By William Bennett Munro. Cloth. New York: The Macmillan Company.

This is a genuinely new setting to a subject that has been presented from many angles by masterful literary and historical artists. Nevertheless Professor Munro has succeeded in concentrating the trends of history on their culmination in the America of today in a wholly new presentation which makes a new appeal to teachers and students.

GIRLS OF LONG AGO. By Ida Donnally Peters. Thirty Illustrations by Mabel Pugh. Cloth. 332 pages. New York: Thomas Y. Crowell Company.

Mrs. Peters has created an important and fascinating portrayal of the social and domestic life of Martha Custis Washington, Mrs. John Adams, Mrs. Dolly Madison, Mrs. James Monroe, Mrs. John Quincy Adams, Mrs. Andrew Jackson, Mrs. Martin Van Buren, Mrs. William Henry Harrison, Mrs. John Tyler, Mrs. James K. Polk, Mrs. Zachary Taylor, Mrs. Millard Fillmore, Mrs. Franklin Pierce and Mrs. Mary Todd Lincoln.

Of all the searching and researching for material for the making of books, of which there is no end, there has been no attempt to go behind the scenes in the early life, social and domestic, of the wives of the early presidents. This makes the creation of Ida Donnally Peters of exceptional interest.

Books Received

"The Marywood First-Year Manual." By Sister Mary Estelle.—"Teacher's Book to Accompany a Child's Second Number Book." By Saul Badanes. — "Directed Study Guides for Stevenson's Treasure Island." New York City: The Macmillan Company.

"Diagnostic and Remedial Teaching in Arithmetic." By Leo J. Brueckner. Philadelphia, Pa.: The John C. Winston Company.

"Stories of Our European Forefathers." By Henry Smith Chapman.—"Story of the American Colonies." By Henry Smith Chapman. Boston, Mass.; Houghton Mifflin Company.

"Health and Happiness." By Jesse F. Williams and Theresa Dansdill.—"Health and Ideals." By Jesse F. Williams. Chicago, Illinois: Benjamin H. Sanborn and Company.

"New England Vista." By Walter P. Eaton. "Uncle Sam's Attic." By Mary Lee Davis. Boston, Massachusetts: W. A. Wilde Company.

EDUCATION IN ACTION

421,000 Teachers Studied Last Summer

Investigation Shows Nearly Forty Per Cent. of America's Public School Staff Took Courses in 1930; Reports on 649 Schools

More than 421,000 teachers, or about forty-five per cent. of the nation's combined administrative, instructional and supervisory staffs of public, elementary and secondary schools, took special courses last summer, according to a survey by the National Education Association.

The research staff of the association reported that the figures were based on the enrollment returns of 649 summer schools throughout the country. More than half of the teachers taking courses, 274,000 instructors, attended lectures in educational theory and practice.

"That indicates a strong desire on the part of teachers throughout the nation to improve their professional preparation," the research report declared.

It was estimated that this year there were 942,025 teachers, supervisors, principals and administrative officers employed in the public schools. New York State led with 75,000 teachers, about one-half of them employed in New York City. Pennsylvania was second with 64,000 teachers; Illinois next, with 48,000 instructors.

In the number of summer schools Pennsylvania led with forty-five. Texas was second with forty-one, and Ohio, third, with thirty-seven. New York followed with thirty-six summer schools.

The state with the largest percentage of teachers registering in summer schools was Tennessee. Nearly fifty-eight per cent. of its 18,200 instructors took courses in educational theory alone, while more than 12,200 persons were enrolled in other classes.

The number of teachers continuing their studies during the summer months reported increasing constantly. Summer school attendance of teachers ten years ago was only 50,000 persons, it was said. By 1928 the figures had grown to 410,000 teachers. In 1929 it reached 415,000.

"It should be kept in mind," said the report, "that some states offer fewer and less attractive opportunities for summer school work than others. Consequently many teachers attend summer school outside the states of their service.

"This and other factors probably combine to give a few states a considerably higher rank than is deserved, and correspondingly reduces the rank of others.

"Many teachers now gain their professional advance in extension courses during the regular year. These findings take no account of such work."

Students Urged To Study State

School courses to teach Maine students the opportunities of their own state were recommended by the third annual Maine economic conference held under the leadership of the Maine Development Commission. Some work has been done through the holding of special economic conferences for college students, but now it is held that the teaching should begin farther back along the educational line.

Use Talking Films To Teach Mental Tests

The use of talking pictures as a supplement to the classroom work of Columbia University psychology classes was inaugurated by a demonstration recently of two psychological sound films, "A Study of Infant Behavior," by Dr. Arnold Gesell, of Yale University, and "Tests of Child Intelligence," by Mrs. Ina Craig Sartorius, assistant principal of the Horace Mann School, Teachers' College. The films demonstrated the techniques involved in giving the Binet-Simon intelligence tests to children. By a demonstration of the methods used by an expert in examining children it is hoped that prospective teachers and psychologists will better understand the techniques, according to Mrs. Sartorius, author of one of the films. These films also should serve to allay the fears of parents who consider mental tests as a kind of third-degree examination, she suggests.

Football Star Wins Scholastic Award

Lawrence B. Schlums, of Ridgefield Park, N. J., Wesleyan (Middletown, Conn.) back field star, has been named as the winner of the Cleveland Alumni Association prize of the university. This prize is awarded the student whose second semester's record during his freshman year shows the greatest improvement over that of the first semester.

Encourage Students To Sleep in Classes

Barnard College has launched open-air classes to combat chronic fatigue and to forestall malnutrition and other ailments that accompany physical and nervous exhaustion, it was revealed by Dr. Guglielma Alsop, medical officer of the college. The classes constitute "courses in rest and relaxation," she said. Arrangements have been made for rows of canvas deck chairs on the roof of Barnard Hall, the report continued, sheltered from the wind by high parapets. On sunny days the classes are held on the roof, while in stormy weather a special fresh-air room inside the building is utilized. The program calls for five rest classes a day, Dr. Alsop said. All talking and reading will be prohibited, and sleep will be encouraged. Fifty-seven students now comprise the new classes, and all were said to have gained weight since the new system started. These relaxation classes are for those girls who are deemed physically unfit to take the regular courses in dancing, swimming or gymnastic work.

"Bright Class" Method Exponent Leaves School

The time-tried methods of elementary school teaching emerged victorious in a battle with the new developments of education, when the Milton (Mass.) school committee recently received the resignation of its only teacher who is an exponent of the latter method. Miss Edith F. Harding, who attempted to introduce the new classroom methods, submitted her resignation according to her agreement with the committee if that body ruled her conduct in the classroom was unsatisfactory. Action came after a long hearing, during which eighteen parents testified. Appointed in September to teach a class of twenty-six of the brightest pupils of the third, fourth and fifth grades, who would proceed in their studies with no set curriculum, Miss Harding, who studied the new methods at Harvard, Yale and the Bates Summer School, was charged with insubordination.

Work 300 Years On French Grammar

The French Academy has announced that a prodigious grammar of the French language, upon which it began work shortly after it was founded three centuries ago, has been completed. The report on the completion of this monumental work was made at

the annual meeting of the five academies composing the Institute of France, and its publication in the near future was promised. This standard grammar, which has been in the making since 1634, will be in one volume. It is not intended for schools, but will have the general appearance of a textbook. "Rules of grammar are not all as arbitrary or as strange to reason as some maintain," said the Academician Abel Hermant. "Neither have they fallen into complete disuse, as some unlettered persons would have us believe. The sole novelty is that many persons nowadays are unaware of the existence of grammar, yet consider themselves well bred and educated."

Pupil Defeats Ex-Teacher in Politics

A man of thirty-five who learned the secrets of oratory from his defeated opponent will represent the second Nebraska district in Congress. Edward R. Burke, the defeated Democrat, mourns the fact that he taught so well—for the victory of H. Malcolm Baldrige, Republican, was one of pupil over teacher. It was back in 1912 when Baldrige, as a stripling of seventeen, sat on a hard pine seat at Central High School in Omaha, and listened avidly to his elocution teacher. That teacher was Burke, and his booming voice taught students the fundamentals of pitch, tone, force and quality.

Allow Removal Of Oil Rigging

The State Fire Marshal in Oklahoma has authority to order the parties owning or operating an oil well close to a school building in Oklahoma City to close the well and to remedy all dangerous conditions in the event he finds that the drilling rig, storage tanks, fuel tanks, boilers or other structures are especially liable to fire, and that the burning thereof would endanger the school building, Attorney General J. Berry King has just ruled in an opinion to the state fire marshal, C. R. O'Neal. The fire marshal also has the right to order hazardous conditions in the school building removed, Mr. King held, but he cannot close the school or order the school board to do so.

Forecasts School Reform

Vocational schools apart from all existing high schools and specializing only in this form of educational training will eventually be inaugurated, Dr. David Snedden, of Teachers' College, Columbia University, recently predicted. Vocational training as it now exists in high schools, he said, must be wiped out entirely, because there is no place for it in the future. In its place, he declared, will be special schools providing full-time vocational training. High school attendance throughout the United States is increasing rapidly, he said, with senior high schools alone having nearly 5,000,000 pupils.

Teachers' Ages Will Not Be Listed in Public

Deferring to the wishes of those women teachers who do not care to have their age published to the world, especially when they reach the traditional threescore and ten, the retirement board of the New York City public schools at a recent meeting decided to discontinue its semestral public listings of instructors who have reached the mandatory retiring age limit of seventy. The decision was made as the result of complaints against the board's practice. The board was persuaded that, anyway, such publication was of no practical use."

College Lecture System Assailed

A vigorous attack on conventional methods of college and university education, especially on the "lecture-quizz-recitation system," was delivered in Boston recently by Dr. Hamilton Holt, president of Rollins College, Florida. He began by stressing the need of a more human attitude on the part of professors toward their students, as shown by educational customs still in vogue, and by contrasting what he got at college from classmates and his own efforts with what he got from the professors. Turning to the subject of overdone research, the speaker asked whether the best teacher was he who had the longest list of books in "Who's Who," or the man who showed capacity for friendship, appreciated the student's point of view, and was first of all a human being. College curricula were next taken up by the speaker. They are based, he said, on the remarkable assumption that the student goes to his room, there studies faithfully for two hours, and then goes in for his recitation. "Yet investigations have disclosed that probably ten per cent. of our American students do study 100 per cent. during the two hours, but that another ten per cent. do not study at all, and how they stay in college is one of the academic mysteries. As to the remaining eighty per cent, they fluctuate between the two extremes. Meanwhile, as no minister ever became a master of theology by hearing others preach, so do I not think any one ever got an education by hearing lectures. And I venture to say that one-third of the degrees given in the United States should not have been given at all."

Care of Eyes Urged As a School Duty

The necessity for special educational facilities for visually handicapped children was emphasized recently by sight conservation experts at the annual conference of the National Society for the Prevention of Blindness, during which it was reported that 1,000 school children with seriously defective vision in New York City had failed to receive the attention their handicap requires. A more adequate development of teacher training courses was urged by Joseph J. Endres, chief of the crippled

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children's bureau of the New York State Department of Education, in the development of proper vocational guidance and training of sight-saving class pupils. Lewis H. Carris, managing director of the National Society for the Prevention of Blindness, and other speakers emphasized the need for special training for teachers and more vocational guidance among visually handicapped children.

Million and a Half Gifted Children Found

There are 1,500,000 gifted children of superior intelligence in the private and public schools of the United States, comprising about six per cent. of the school population, according to a survey just completed by the White House Conference on Child Health and Protection. If these children, who are the nation's most precious potential assets, are to be developed to their full capabilities, they should be placed in special classes, with a greatly enriched curriculum, the survey concludes, yet only 4,000 of them, or less than one-half of one per cent., now have such advantages. The failure to provide them has led to present conditions under which, according to the report, many gifted individuals, who might have made valuable contributions to the national life, are "in penitentiaries, and many more at large who are working for their own selfish interests to the detriment of the common good."

College Lists Public Lectures

Announcement of a series of free public lectures to be given by faculty members and undergraduates of the New Jersey College for Women before New Jersey public organizations and high schools has been made by Miss Jeannette Finn, who is directing the work. "The New Jersey College for Women offers to provide free lectures on a wide variety of subjects for any public organization in New Jersey," Miss Finn stated recently. "We do this as educational service to the state, which contributes largely to our maintenance." A list of suggested topics includes: "The Little Theatre—A Wholesome Force in American Drama," "The Pre-School Child," "Breaking Down Boundaries—A Study in Internationalism," "Individualism in College" and "The Interpretation of Modern Art."

Building Fund Asked in New Jersey

The State Board of Education in New Jersey voted recently to ask the Legislature for a $2,000,000 appropriation for new buildings. The principal item in this amount is $845,000 for new buildings at the State Teachers' College at Hill Wood Lakes, N. J. Other items are $500,000 for the first unit of a new normal school in Paterson, N. J., and $405,000 for an auditorium and classroom building in the Montclair Normal School. The board voted to honor the memory of Dr. James M. Green, for many years principal of the State Normal School at Trenton, by naming the administration building of the Hill Wood Lakes State Teachers' College James M. Green Hall.

10,000 Students Annually From Foreign Lands

For more than fifty years America has welcomed the foreign student. Today America is veritably a world schoolmaster. The 10,000 students from overseas, representing a diversity of customs, traditions, dress and history, form the greatest migration in student history. Time has metamorphosed the average foreign student. He is more matured than his predecessor of a decade or so ago. Foreign educators now believe there is no advantage in sending students here for under-graduate work. The result is that an increasing number of foreign students come to pursue a particular line of research, or do graduate work. Foreign students nowadays are intent on mastering the scientific achievements of America's civilization. Not satisfied with classroom knowledge they extend their researches to the shops, factories and offices. American business, with an eye toward markets abroad, has found it desirable to co-operate with these potential leaders wherever possible.

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GRINS BETWEEN GRINDS

Household Hint

"How do you always manage to have such delicious beef?"

"I select a good butcher, and then stand by him."

"You mean you give him all your trade?"

"No; I mean I stand by him while he's cutting the meat."

Final Installment

Mrs. Jones had at last paid the final installment on her baby carriage.

"Thank you, madam, and how is your baby getting along?" asked the smiling collector.

"Oh, simply fine," replied Mrs. Jones, "he's graduating from high school next week."

Oh

Very Small Son—"Dad, give me a dime."

Papa—"Not today, sonny, not today."

"Dad, if you'll give me a dime I'll tell you what the iceman said to mamma this morning."

"Here, son, quick; what did he say?"

"He said: 'Lady, how much ice do you want this morning?'" — Illinois Central Magazine.

Hooked

Wife—"How many fish was it you caught on Saturday, John?"

Husband — "Eight, dear, and all beauties."

Wife—"I thought so. That fishman has made a mistake again. He charged us for ten."

Wise

Teacher—"Why was Solomon the wisest man in the world?"

Pupil—"He had so many wives to advise him."

Teacher—"That is not the same answer that is in the book, but you ma go to the head of the class."

Poor Thomas

Inspector (examining class)—"Name an extinct animal."

Small Boy—"Please, sir, Tommy."

Inspector—"But Tommy isn't an extinct animal."

Small Boy—"Yes, sir. He was our cat, but the dog got hold of him."—Good Homes.

Only Checking Up

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"I know," groaned the manufacturer. "Yesterday I advertised for a night watchman—last night my shop was broken into."—Exchange.

And It Did

A lady once asked Charles Schwab for advice relative to investing in a certain mining stock.

"Mr. Schwab," said she, "will X Y Z stock go up or down?"

Quick as a flash Mr. Schwab, who was somewhat irritated by her persistency, answered: "Madam, I am sure it will—it can't go sideways!"—Readers Digest.

"Uncertain, Coy and Hard to Please"

Mrs. Triplewed: "Mother is going to bring home a new daddy for you."

Little Elsie—"Oh, mother, are we going to keep him, or do we just take him on approval like we did the rest of them?"—Lewiston Journal.

Shame On You

Scrubwoman (to child)—"Wot, Willie, did I hear you say 'ain't'? And your mother for eight years scrubbin' the floor in th' English department."—Christian Leader.

The Cat!

Young Wife—"How fortunate I am in possessing a husband who always stays at home in the evening!"

Bosom Friend—"Yes. Your husband never was much addicted to pleasure."—Vancouver Province.

Meetings To Be Held

DECEMBER

20-30: American Student Health Association, D. F. Smiley, Cornell University, Ithaca, New York: New York City, N. Y.

26-27: American Association of Teachers of Spanish, at Boston, Mass. (William M. Barlow, Curtis High School, New York City, Secretary.)

29-30-31: Modern Language Association of America, at Washington, D. C. (Carlton Brown, New York University, New York City, secretary).

29-January 3, 1931: American Association for the Advancement of Science, Secretary B. E. Livingston, Smithsonian Institute, Washington, D. C.: Cleveland, Ohio.

29-31: American Historical Association, Dexter Perkins, 40 B St. S. W. Washington, D. C.: Boston, Massachusetts.

29-31: American Philological Association, J. W. Hewitt, Wesleyan University, Middletown, Connecticut: Iowa City, Iowa.

29-31: American Psychological Association, C. C. Brigham, Princeton, New Jersey: Iowa City, Iowa.

29-31: American Society for the Study of Disorders of Speech, S. M. Stinchfield, Mt. Holyoke College, South Hadley, Massachusetts: Chicago, Illinois.

29-31: Classical Association of the Pacific States, W. Bailey, 1426 Warren Avenue, Seattle, Washington: Portland, Oregon.

29-31: Botanical Society of America, A. J. Eames, Cornell University, Ithaca, New York; Cleveland, Ohio.

29-31: Illinois State Teachers' Association, R. C. Moore, Carlinville, Illinois: Springfield, Illinois.

29-31: New York Association Academic Principals, L. H. Strough, High School, Niagara Falls, New York: Syracuse, New York.

29-31: Modern Language Association of America, Carleton Brown, New York University, New York City: Washington, D. C.

29-31: Music Teachers' National Association, D. M. Swarthout, University of Kansas, Lawrence, Kansas: St. Louis, Missouri.

29-31: National Commercial Teachers' Federation, C. M. Yoder, 129 N. Prairie Street, Whitewater, Wisconsin: Des Moines, Iowa.

29-30: National Education Association, Department of Social Studies, B. L. Pierce, University of Chicago, Chicago, Illinois: Durham, North Carolina.

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29-January 2, 1931: National Student Federation of the United States of America, M. H. Biehle, 218 Madison Avenue, New York City: Atlanta, Georgia.

29: Pennsylvania State Education Association, J. H. Kelley, 400 North 3rd Street, Harrisburg, Pennsylvania.

30-31: National Association of Biblical Instructors in American Colleges and Secondary Schools, C. E. Purinton, Adelphi College, Garden City, L. I., New York: New York City, N. Y.

31: American Association of Schools and Departments of Journalism, H. H. Herbert, University of Oklahoma, Norman, Oklahoma: Boston, Mass.

The Virtues

By RUSTIC BARD

I must have *courage* if I win
Amid the world's turmoil and din,
I must control my words and deeds,
And think well of another's needs.

I must have *wisdom* that indures,
Against the ills of life insures,
Be wise, to choose the good each day
Along life's hard and rugged way.

I must be *honest* with myself
And thus avoid desire for pelf,
I would be true to every friend
And speak the truth until the end.

I must be *truthful* every where
And thus avoid the tempter's snare,
And I must always speak the truth
In manhood as in days of youth.

I must have *charity* for all,
And list to every needy call.
It's but a synonym of love
Bestowed on man from heaven above.

Hope resides in every breast,
It is the balm for every test,
And lacking hope we ne'er could win
And finish well what we begin.

And *faith* we need to do our work,
That we may nothing useful shirk.
God give us faith to see and do
The useful things, the good and true.

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